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# **Foreign Language Standards of Learning**

**for  
Virginia  
Public Schools**



**Board of Education  
Commonwealth of Virginia**

**June 2000**

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# Foreign Language Standards of Learning

## for Virginia Public Schools

**Adopted June 2000 by the  
Board of Education**

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# Foreword

The Standards of Learning in this publication represent a major development in public education in Virginia. These standards were adopted in June 2000 by the Virginia Board of Education to emphasize the importance of foreign language instruction in the commonwealth.

The Foreign Language Standards of Learning are an important part of Virginia's efforts to provide challenging educational programs in the public schools and to enhance the preparation of Virginia's students to compete in an expanding global society. Knowledge and skills that students acquire in their foreign language classes will support their learning in other subjects, enable them to interact effectively with others, and give them increased access to information across the world.

Copies of the Foreign Language Standards of Learning are being distributed to public schools throughout Virginia for teachers to use in developing curricula and lesson plans to support the standards. These standards state the end-of-course requirements in levels I - IV of French, German, Latin, and Spanish. There are also generic Modern Foreign Language Standards of Learning that may be adapted for non-Roman alphabet languages, such as Japanese, Chinese, Russian, Korean, and Arabic, and other languages that may be taught in the commonwealth. The Standards of Learning set reasonable targets and expectations for what teachers need to teach and students need to learn. Schools are encouraged to go beyond the prescribed standards and to enrich the curriculum to meet the needs of all students.

The Foreign Language Standards of Learning were developed through a series of public hearings and the efforts of many classroom teachers, curriculum specialists, administrators, and college faculty who assisted the Department of Education in developing and reviewing the draft documents. The standards set clear, concise, and measurable academic expectations for young people. Parents are encouraged to work with their children to help them achieve the new academic standards.

A major objective of Virginia's educational agenda is to give our citizens a program of public education that is among the best in the nation and that meets the needs of all young people in the commonwealth. These Standards of Learning continue the process for achieving that objective.



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# Introduction

The Foreign Language Standards of Learning identify essential content, processes, and skills for each level of language learning in Virginia's secondary schools. There are specific standards for French, German, Latin, and Spanish, Levels I - IV, as well as generic Modern Foreign Language Standards adaptable for courses in other modern languages.

Each level of the modern language standards is organized around seven content strands that outline the knowledge, skills, and processes essential for language learning, focusing on communication. The Latin standards are organized around six content strands that focus on interpretation of text. The emphasis on communication and interpretation ensures that students exiting foreign language programs in Virginia's high schools will be able to interact with users of the language and understand their culture. Between ten and twelve standards have been written for each level of the modern languages. Latin has seven or eight standards at each level. Each standard for each of the languages is followed by two or more essential components of the standard. The examples following the phrase *such as* in some of the components are suggestions offered to clarify the intent of the standard and are not requirements.

Generic Modern Foreign Language Standards have also been developed and may be adapted for non-Roman alphabet languages, such as Japanese, Chinese, Russian, Korean, and Arabic. In addition, a curriculum framework for American Sign Language has been developed for Levels I - III and is published in a separate document.

The standards of learning do not encompass the entire curriculum for a given course or prescribe how the content should be taught. The concepts and structures for each level should be presented in a spiraling fashion that allows them to be re-introduced with increasing complexity at various stages of language development. The standards are intended to provide a framework from which school divisions may develop local curricula based on the needs of their students and community. In addition, local assessments should be matched to standards and designed to measure students' ability to use the foreign language.

Several terms that have particular significance within foreign language education are used throughout the document. Reference is often made to *culturally authentic materials*, which are materials that have been created for native speakers of the language, and which have been derived from the culture itself. In addition, because language courses are sequential, reference is made to *level-appropriate* linguistic elements, skills, or instructional materials. *Level-appropriate* means that the content, process, skill, or material described should require students to function at a level consistent with their stage of language development. For example, the same instructional resource, such as a culturally authentic text or video, may be used at various levels of instruction by simply matching the linguistic task assigned to the students with their language proficiency level.



## Goals

### Effective Communication

- Students will learn to communicate with others in a language other than English.
- Students will improve their understanding of and ability to communicate in the English language by comparing and contrasting another language with their own.

### Enhanced Cultural Understanding

- Students will develop an awareness of and an appreciation for another people's unique way of life, the patterns of behavior which order their world, and the ideas and perspectives which guide their behaviors.
- Students will learn about the contributions of other cultures to the world and how these contributions have shaped international perspectives.

### Expanded Access to Information

- Students will connect with other disciplines through language study, which enables them to understand the interrelationships among content areas.
- Students will access information in more than one language, which gives them a greater choice of resources and a richer base of knowledge.

### Increased Global Perspective

- Students will contribute to and respond to their communities and to the world in a more informed and effective manner as a result of the global perspective gained in a foreign language class.
- Students will gain additional prospects for further education and career opportunities as a result of second language study.

## Explanation of Strands

The content of the Modern Foreign Language Standards of Learning is organized around seven essential strands of language development and application for students: Person-to-Person Communication; Listening and Reading for Understanding; Oral and Written Presentation; Cultural Perspectives, Practices, and Products; Making Connections through Language; Cultural and Linguistic Comparisons; and Communication across Communities.

Six strands have been identified for Latin language learning, two of which focus on the skills needed by students to read and interpret Latin texts: Reading for Understanding and Using Oral and Written Language for Understanding. These strands unique to Latin are explained at the end of the introduction. All other strands for Latin are the same as those for the modern languages: Cultural Perspectives, Practices, and Products; Making Connections through Language; Cultural and Linguistic Comparisons; and Communication across Communities.

## **Person-to-Person Communication\***

The person-to-person communication strand identifies the content and range of skills that students demonstrate when they exchange information with another person. In the person-to-person strand, they demonstrate their ability to initiate, sustain, and close a conversation or interactive written communication, such as an e-mail exchange. This strand focuses on the skills that students need to develop in order to maintain an interactive communication with another person.

## **Listening and Reading for Understanding\*\***

The comprehension and interpretation of written or oral communication is the second communicative mode within the range of skills that students develop to demonstrate communicative competence. The ability to understand spoken and written language is indicated by the level of comprehension of a text and the interpretation of other visual and auditory cues given by the speaker or writer. This strand differs from the person-to-person strand in that the communication is one way and focuses on what students can comprehend without the opportunity to ask for clarification.

## **Oral and Written Presentation\*\***

The third strand focusing on communicative competence centers around the ability of a student to present information to an audience either orally or in writing. This set of skills calls for the student to be able to organize thoughts and deliver presentations to a variety of audiences. These skills involve both spontaneous and prepared presentations, and again, differ from the person-to-person strand in that students do not interact with the audience, but must rely on their presentational skills to deliver the message to the audience.

## **Cultural Perspectives, Practices and Products**

Understanding the culture of the speakers of the language is an integral part of learning a language. Students demonstrate their understanding of the inextricable link between language and culture by developing an understanding of the perspectives or viewpoints, practices or patterns of behavior, and products of the culture(s). The in-depth understanding of these elements of culture improves the students' ability to interact appropriately with native speakers of the language and to function successfully within that cultural setting.

## **Making Connections through Language**

The topics addressed in the foreign language classroom provide an opportunity for students to connect information about the language and culture they are learning with concepts studied in other subject areas. In addition, students are able to enhance their knowledge of other subject areas by accessing additional information available to them in the foreign language. This reciprocal reinforcement and enhancement of curricular concepts increases students' in-depth understanding of the total curriculum.

## **Cultural and Linguistic Comparisons**

The process of language learning causes students to reflect on their own language and culture in a way that increases their understanding of the nature of language in general and of elements of their native language and culture. As they become more knowledgeable about the foreign language, they increase their own skills in their native language as they make continuous comparisons between the foreign language and their own. The insight students develop into their own culture helps them to increase their awareness and openness to people who speak other languages and who may view the world from a different perspective.

## **Communication across Communities**

Knowledge of the foreign language and culture is enhanced for students when they have the opportunity to apply their skills and knowledge beyond the classroom. This application can take many forms, from corresponding with a native speaker of the language to visiting local sites where the language and culture are prominent. Within the Commonwealth of Virginia, there are myriad situations in which students can make these connections: ethnic populations within the local community, foreign-owned businesses that have offices and factories in many parts of the state, and numerous resources available through the Internet and other media. It is the practical application of their language skills that motivates students to continue their language study and develop a life-long interest in participating in the global community.

\* *There is no Person-to-Person strand for Latin.*

\*\* *The two communication strands for Latin have been modified and are described below.  
The remaining four strands for Latin are the same as those for the modern languages.*

## **Reading for Understanding**

Latin students must be able to interpret a Latin text in order to understand the ancient world through the thoughts and information expressed by the author. Beginning students learn to comprehend basic Latin sentences and stories and are introduced to authentic texts as early as possible, even through graffiti from the Roman world or short philosophical statements of the ancient Romans. The ability of students to derive cultural as well as linguistic information from a text is the focus of a Latin program.

## **Using Oral and Written Language for Understanding**

The ability of students to read a Latin text is facilitated through their active use of Latin involving oral and written language. For many students, hearing the language and learning to use it orally enables them to read and understand a Latin text more easily. As part of the language learning process, students learn to ask and answer questions, comprehend spoken texts, and write simple phrases and sentences in Latin. As students progress in their language study, attention shifts from writing the language to developing the ability to read Latin texts aloud with attention to meter and phrasing.

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# Modern Foreign Language Standards of Learning



# Modern Foreign Language Level I

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## Course Description

Level I language courses focus on the development of students' communicative competence in the foreign language and their understanding of the culture(s) of the people who speak the language. Communicative competence is divided into three strands: speaking and writing as an interactive process in which students learn to communicate with another speaker of the language; reading and listening as a receptive process in which comprehension of texts in the foreign language is developed; and speaking and writing in a presentational context in which students are focused on organization of thoughts and awareness of their audience in delivering information. In Level I classes, the students learn to communicate in real-life contexts about topics that are meaningful to them. In order to develop the three areas of communicative competence, students are encouraged to use the foreign language as much as possible in all areas of study. Rather than isolating grammar in a separate strand, it is integrated into instruction according to the vocabulary and structures needed in the various situations in which students are required to function. Through the language learning process, students develop an understanding of how their own language is structured and how their own culture has unique aspects. An important component of language classes is the use of the language beyond the classroom in order to apply knowledge of the language in the real world. In many cases, this is accomplished through the integration of technology into the classroom. Technology is an important tool in accessing authentic information in the foreign language and in providing students the opportunity to interact with native speakers of the language.

## Person-to-Person Communication

- MFLI.1 The student will exchange simple spoken and written information in the foreign language.
1. Use basic greetings, farewells, and expressions of courtesy both orally and in writing.
  2. Express likes and dislikes, requests, descriptions, and directions.
  3. Ask questions and provide responses based on self and familiar material, such as family members, personal belongings, school and leisure activities, time, and weather.
- MFLI.2 The student will demonstrate skills necessary to sustain brief oral and written exchanges in the foreign language using familiar phrases and sentences.
1. Initiate, participate in, and close a brief oral or written exchange in the foreign language with emphasis on the present time.
  2. Use formal and informal forms of address in familiar situations in the foreign language.
  3. Use gestures and simple paraphrasing to convey and comprehend messages.

## Listening and Reading for Understanding

- MFLI.3 The student will understand simple spoken and written language based on familiar topics that are presented through a variety of media.
1. Identify the main ideas and some details when reading and listening in the foreign language.
  2. Comprehend simple, culturally authentic announcements, messages, and advertisements that use familiar vocabulary and grammatical structures in the foreign language.
  3. Understand simple instructions in the foreign language, such as classroom procedures or basic computer terminology.

- MFLI.4 The student will use verbal and non-verbal cues to understand simple spoken and written messages in the foreign language.
1. Differentiate among statements, questions, and exclamations.
  2. Use basic gestures, body language, and intonation to clarify the message.

### **Oral and Written Presentation**

- MFLI.5 The student will present orally and in writing information in the foreign language that contains a variety of familiar vocabulary, phrases, and structural patterns.
1. Present in the foreign language information gathered from informal conversations, class presentations, interviews, readings, and/or a variety of media sources.
  2. Describe in the foreign language basic familiar information, such as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on control of the present tense.
  3. Demonstrate increasing attention to accuracy in intonation and pronunciation in the foreign language especially when presenting prepared material orally.
  4. Demonstrate increasing attention to accuracy in word order, punctuation, accents and other diacritical marks, and spelling when writing in the foreign language.
- MFLI.6 The student will present rehearsed material in the foreign language, including brief narratives, monologues, dialogues, poetry, and/or songs.
1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expression.
  2. Communicate ideas in an organized manner using appropriate visual and/or technological support.

### **Cultural Perspectives, Practices, and Products**

- MFLI.7 The student will develop an awareness of perspectives, practices, and products of the cultures where the foreign language is spoken.
1. Identify some viewpoints of the cultures, such as those relating to time, education, transportation, and the role of family members.
  2. Identify some customs and traditions of the cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.
  3. Identify some historical and contemporary individuals associated with important events from the cultures studied.
  4. Identify some products of the cultures, such as natural and manufactured items, creative and fine arts, recreation and pastimes, dwellings, language, and symbols.
- MFLI.8 The student will recognize that perspectives, practices and products of the cultures studied are interrelated.
1. Recognize that the cultures studied are shaped by viewpoints, customs/traditions, and products of speakers of the language.
  2. Identify major cities and geographical features and why they are significant in the cultures studied.

## **Making Connections through Language**

- MFLI.9 The student will recognize how information acquired in the study of the foreign language and information acquired in other subjects reinforce one another.
1. Identify examples of vocabulary, phrases, proverbs, and symbols from the foreign language that are used in other subjects.
  2. Relate content from other subject areas to topics discussed in the foreign language class, such as current events from countries where the language is spoken or the influence of foreign explorers and settlers on various regions of the United States.

## **Cultural and Linguistic Comparisons**

- MFLI.10 The student will demonstrate an understanding of the significance of culture through comparisons between the cultures studied and the cultures of the United States.
1. Compare patterns of behavior and interaction in the United States with those of the cultures studied.
  2. Demonstrate an awareness that social practices and personal interactions differ among cultures.
  3. Demonstrate an awareness of unique elements of the student's own culture.
- MFLI.11 The student will compare basic elements of the foreign language to the English language.
1. Recognize differences in sound systems, writing systems, cognates, gender, and level-appropriate idioms.
  2. Recognize basic sound distinctions and intonation patterns and their effect on communicating meaning.

## **Communication across Communities**

- MFLI.12 The student will identify situations in which foreign language skills and cultural knowledge may be applied beyond the classroom setting for recreational, educational, and occupational purposes.
1. Identify examples of the foreign language and the cultures studied that are evident in and through media, entertainment, and technology.
  2. Identify resources, such as individuals and organizations accessible through the community or the Internet, that provide basic cultural information about the cultures studied.





# Modern Foreign Language Level II

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## Course Description

In Level II foreign language, students continue to develop their proficiency in the three modes of communicative competence: interacting with other speakers of the language, understanding oral and written messages in the foreign language, and making oral and written presentations in the foreign language. They begin to show a greater level of accuracy when using basic language structures and are exposed to more complex features of the language. They continue to focus on communicating about their immediate world and daily life activities. They read material on familiar topics and write short, directed compositions. Emphasis continues to be placed on the use of the foreign language in the classroom as well as on the use of authentic materials to learn about the culture.

## Person-to-Person Communication

- MFLII.1 The student will exchange spoken and written information and ideas in the foreign language.
1. Ask questions and provide responses based on self, others, and the immediate environment, such as exchanges concerning people and things, plans and events, feelings and emotions, and direction and location.
  2. Give and follow basic instructions and directions in the foreign language.
- MFLII.2 The student will demonstrate skills necessary to initiate, sustain, and close brief oral and written exchanges in the foreign language using familiar and recombined phrases and sentences.
1. Participate in brief oral and written exchanges that reflect present as well as past and future time.
  2. Use simple paraphrasing and non-verbal behaviors to convey and comprehend messages.

## Listening and Reading for Understanding

- MFLII.3 The student will understand basic spoken and written language based on new topics in a familiar context that are presented through a variety of media.
1. Understand main ideas and identify essential details when reading and listening in the foreign language.
  2. Understand culturally authentic announcements, messages, and advertisements that use some new as well as familiar information in the foreign language.
  3. Understand and follow simple instructions in consumer and informational materials in the foreign language, such as those for following recipes or using computers.
- MFLII.4 The student will use verbal and non-verbal cues to interpret spoken and written texts in the foreign language.
1. Differentiate among increasingly complex statements, questions, and exclamations.
  2. Interpret gestures, body language, and intonation in order to clarify the message.

## **Oral and Written Presentation**

- MFLII.5 The student will present orally and in writing information in the foreign language that combines learned as well as original language in simple sentences and paragraphs.
1. Relate with some detail the main ideas from level-appropriate print or non-print materials in the foreign language.
  2. Present information in the foreign language using structures that reflect present as well as past and future time.
  3. Demonstrate attention to accuracy in intonation and pronunciation when speaking the foreign language.
  4. Demonstrate attention to accuracy in word order, punctuation, accents and other diacritical marks, and spelling when writing in the foreign language.
- MFLII.6 The student will present rehearsed and unrehearsed material in the foreign language including skits, poems, plays, short narratives, and/or songs.
1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expression.
  2. Communicate ideas in an organized manner using appropriate visual and/or technological support.

## **Cultural Perspectives, Practices, and Products**

- MFLII.7 The student will demonstrate an understanding of the perspectives, practices, and products of the cultures studied and how they are interrelated.
1. Participate in real or simulated cultural events, such as family activities and holiday celebrations.
  2. Identify and discuss patterns of behavior typically associated with the cultures, such as observance of business practices and celebration of national holidays.
  3. Examine the influence of the geography of the countries studied on cultural elements, such as food, clothing, dwellings, transportation, language, and art.

## **Making Connections through Language**

- MFLII.8 The student will use information acquired in the study of the foreign language and information acquired in other subject areas to reinforce one another.
1. Give examples of the influence of the foreign language and cultures in other subject areas, such as foreign words used in the English language or contributions of important mathematicians and scientists from countries where the language is spoken.
  2. Relate information acquired in other subjects to topics discussed in the foreign language class, such as use of the metric system for measuring distance, volume, and weight or how modes of transportation reflect the economy and geography of the countries where the language is spoken.

## **Cultural and Linguistic Comparisons**

- MFLII.9 The student will demonstrate an understanding of cultural similarities and differences between the cultures studied and those of the United States.
1. Identify similarities and differences of traditions, such as holidays, foods, family, and celebrations.
  2. Identify similarities and differences of the geography of countries where the foreign language is used and the United States and their impact on aspects of culture, such as clothing, foods, transportation, dwellings, recreation, and the arts.
- MFLII.10 The student will develop a better understanding of the English language through the study of the foreign language.
1. Recognize critical sound distinctions and intonation in the foreign and English languages in communicating meaning.
  2. Compare vocabulary usage and structural patterns of the foreign language and English.
  3. Use level-appropriate idiomatic expressions in the foreign language.

## **Communication across Communities**

- MFLII.11 The student will develop and apply foreign language skills and cultural knowledge in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1. Illustrate how the foreign language and cultures are evident in and through media, entertainment, and technology.
  2. Locate and use resources in the foreign language, such as individuals and organizations accessible through the community or the Internet, to reinforce basic cultural knowledge.



# Modern Foreign Language Level III

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## Course Description

In Level III foreign language, students continue to develop their proficiency in the three modes of communicative competence: interacting with other speakers of the language, understanding oral and written messages in the foreign language, and making oral and written presentations in the foreign language. They communicate using more complex structures in the language on a variety of topics, moving from concrete to more abstract concepts. They comprehend the main ideas of the authentic materials that they read and hear and are able to identify significant details when the topics are familiar. The foreign language is used almost exclusively in the class as students develop the ability to discuss topics related to historical and contemporary events and issues.

## Person-to-Person Communication

- MFLIII.1 The student will engage in original and spontaneous oral and written communications in the foreign language.
1. Express own opinions, preferences, and desires, and elicit those of others.
  2. Use level-appropriate vocabulary and structures to express ideas about topics and events found in a variety of print and non-print sources in the foreign language.
- MFLIII.2 The student will demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in the foreign language, applying familiar vocabulary and structures to new situations.
1. Participate in sustained exchanges that reflect past, present, and future time.
  2. Exchange detailed information in the foreign language via conversations, notes, letters, or e-mail on familiar topics.
  3. Use paraphrasing, circumlocution, and non-verbal behaviors to convey and comprehend messages in level-appropriate language.

## Listening and Reading for Understanding

- MFLIII.3 The student will comprehend spoken and written language based on new topics in familiar as well as unfamiliar contexts that are presented through a variety of media.
1. Identify main ideas and pertinent details when reading or listening to passages, such as live and recorded conversations, short lectures, reports, and literary selections in the foreign language.
  2. Understand culturally authentic materials that use new as well as familiar information in the foreign language.
  3. Understand and follow instructions presented in consumer and informational materials in the foreign language, such as those needed to understand a train schedule or to use the Internet.

## **Oral and Written Presentation**

- MFLIII.4 The student will present orally and in writing information in the foreign language that combines learned as well as original language in increasingly complex sentences and paragraphs.
1. Summarize and communicate main ideas and supporting details in the foreign language orally and in writing from a variety of authentic language materials.
  2. Use past, present, and future time frames, word order, and other level-appropriate language structures with increasing accuracy.
- MFLIII.5 The student will present student-created as well as culturally authentic stories, poems, and/or skits in the foreign language.
1. Produce well-organized spoken and written presentations appropriate to the type of audience and the purpose of the presentation.
  2. Use appropriate verbal and non-verbal presentational techniques including visual aids and/or technological support.

## **Cultural Perspectives, Practices, and Products**

- MFLIII.6 The student will discuss the interrelationship among the perspectives, practices, and products of the cultures studied.
1. Examine how and why products such as natural and manufactured items, the arts, recreation and pastimes, language and symbols reflect practices and perspectives in the cultures studied.
  2. Discuss how the viewpoints of people who speak the foreign language are reflected in their practices and products, such as political systems, art and architecture, music, and literature.
  3. Investigate the role of geography in the history and development of the cultures studied.

## **Making Connections through Language**

- MFLIII.7 The student will reinforce and broaden his/her knowledge of connections between the foreign language and other subject areas including language arts, science, history and social science, mathematics, physical education, health, and/or the arts.
1. Identify how the foreign language and cultures are found in other subject areas through various topics, such as terminology specific to the content areas.
  2. Relate topics studied in other subject areas to those studied in the foreign language class, such as issues related to the environment or the contributions of political, arts, or sports figures from countries where the language is spoken, to the world.

## **Cultural and Linguistic Comparisons**

- MFLIII.8 The student will discuss in the foreign language why similarities and differences exist within and among cultures.
1. Use level-appropriate language to discuss the influences of historical and contemporary events and issues on the relationships between countries where the foreign language is spoken and the United States.
  2. Compare aspects of the cultures studied, such as language, clothing, foods, dwellings, and recreation, with those of other cultures.

- MFLIII.9 The student will strengthen his/her knowledge of the English language through the study and analysis of increasingly complex elements of the foreign language.
1. Demonstrate understanding that language and meaning do not transfer directly from one language to another.
  2. Demonstrate understanding that vocabulary, linguistic structures, and tense usage in English differ from those of the language studied.

### **Communication across Communities**

- MFLIII.10 The student will improve foreign language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.
1. Expand foreign language skills and cultural knowledge through the use of media, entertainment, and technology.
  2. Locate and use resources in the foreign language, such as individuals and organizations accessible through the community or the Internet, to broaden cultural understanding.





# Modern Foreign Language Level IV

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## Course Description

In Level IV foreign language, students continue to develop their proficiency in the three modes of communicative competence: interacting with other speakers of the language, understanding oral and written messages in the foreign language, and making oral and written presentations in the foreign language. They are able to exchange and support opinions on a variety of topics related to contemporary and historical events and issues. They comprehend spoken and written texts from a variety of authentic sources as well as produce compositions containing well-developed ideas on various topics. Students use the foreign language to access information in other subject areas and to compare and contrast cultural elements in the countries where the language is spoken with their own.

## Person-to-Person Communication

- MFLIV.1 The student will exchange a wide variety of information orally and in writing in the foreign language on various topics related to contemporary and historical events and issues.
1. Express and support opinions in the foreign language, and elicit those of others.
  2. Exchange with others personal reactions in the foreign language to spoken and written information related to the cultures studied.
  3. Exchange information in the foreign language from outside sources such as newspapers, magazines, broadcasts, or the Internet.
- MFLIV.2 The student will demonstrate skills necessary to sustain extended oral and written exchanges in the foreign language.
1. Use a full range of level-appropriate vocabulary, structures, and past, present, and future time frames.
  2. Exchange ideas clearly in the foreign language based on level-appropriate material.
  3. Use paraphrasing, circumlocution, and other creative means to express and comprehend ideas in the foreign language.

## Listening and Reading for Understanding

- MFLIV.3 The student will comprehend spoken and written language found in a variety of authentic sources that have been prepared for various purposes.
1. Identify various elements in spoken and written texts in the foreign language, such as plot, theme, setting, and characters.
  2. Understand some subtleties of meaning, such as intent, humor, and tone, in a variety of level-appropriate works in the foreign language that are culturally authentic, such as radio and television segments or literary passages.
  3. Understand and follow instructions presented in spoken and written consumer and informational materials in the foreign language, such as those for completing a customs declaration or creating a Web page.

## **Oral and Written Presentation**

- MFLIV.4 The student will relate information in the foreign language that combines learned as well as original language in oral and written presentations of extended length and complexity.
1. Deliver presentations in the foreign language containing well-developed ideas on a variety of topics with minimal errors in spelling, punctuation, and pronunciation in familiar vocabulary and language structures.
  2. Use style, language, and tone appropriate to the audience and the purpose of the presentation.
- MFLIV.5 The student will present or perform in the foreign language both student-created and culturally authentic essays, poetry, plays, and/or stories.
1. Produce well-organized presentations in the foreign language using appropriate visual aids and/or technological support.
  2. Use appropriate verbal and non-verbal presentational techniques.

## **Cultural Perspectives, Practices, and Products**

- MFLIV.6 The student will discuss in the foreign language how various perspectives reflect the practices and products of the cultures studied.
1. Discuss in the foreign language how topics such as educational systems and business practices illustrate the viewpoints, patterns of behavior, and products of the cultures.
  2. Engage in real-life or simulated situations that demonstrate an understanding of culturally appropriate practices.

## **Making Connections through Language**

- MFLIV.7 The student will demonstrate an understanding of the connections between content studied in the foreign language class and in other subject areas.
1. Discuss how the foreign language and cultures are found in other subject areas through various topics, such as legal and political systems and world literature.
  2. Use level-appropriate language to relate topics discussed in other subject areas to those discussed in the foreign language class, such as foreign authors and artists or political and historical events that involve countries where the foreign language is spoken.

## **Cultural and Linguistic Comparisons**

- MFLIV.8 The student will use the foreign language at an appropriate level to discuss the effects of cultural similarities and differences on social, economic, and political relationships in the global community.
1. Understand and discuss in the foreign language the role of culture in the development of relationships between the United States and countries where the foreign language is spoken.
  2. Discuss how the United States is viewed by members of cultures where the foreign language is spoken and why.
  3. Recognize the existence of local, regional, and national differences in the countries where the foreign language is spoken and in the United States.

- MFLIV.9 The student will expand his/her understanding of the English language through the study and analysis of increasingly complex elements of the foreign language.
1. Recognize the existence of local, regional, and national differences in sound systems, pronunciation, vocabulary, and usage in countries where the foreign language is spoken and in the United States.
  2. Compare linguistic elements of the foreign language and English, such as time, tense, and mood, and understand how each language uses different grammatical structures to express time and tense relationships.

### **Communication across Communities**

- MFLIV.10 The student will apply language skills and cultural understanding in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1. Discuss in the foreign language information obtained in and through media, entertainment, and technology.
  2. Locate and use resources in the foreign language, such as individuals and organizations accessible through the community or the Internet, to enhance cultural understanding.



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# French Standards of Learning



# French I

## Course Description

Level I French focuses on the development of students' communicative competence in French and their understanding of the culture(s) of francophone countries. Communicative competence is divided into three strands: speaking and writing as an interactive process in which students learn to communicate with another French speaker; reading and listening as a receptive process in which comprehension of French texts is developed; and speaking and writing in a presentational context in which students are focused on the organization of thoughts and awareness of their audience in delivering information. In Level I French classes, students learn to communicate in real-life contexts about topics that are meaningful to them. In order to develop the three areas of communicative competence, students are encouraged to use the French language as much as possible. Rather than isolating grammar in a separate strand, it is integrated into instruction according to the vocabulary and structures needed in the various situations in which students are required to function. Through the language learning process, students develop an understanding of how their own language is structured and how their own culture has unique aspects. An important component of French classes is the use of the French language beyond the classroom in order to apply knowledge of the language in the real world. In many cases, this is accomplished through the integration of technology into the classroom. Technology is an important tool in accessing authentic information in French and in providing students the opportunity to interact with native speakers of French.

## Person-to-Person Communication

- FI.1 The student will exchange simple spoken and written information in French.
1. Use basic greetings, farewells, and expressions of courtesy both orally and in writing.
  2. Express likes and dislikes, requests, descriptions, and directions.
  3. Ask questions and provide responses based on self and familiar material, such as family members, personal belongings, school and leisure activities, time, and weather.
- FI.2 The student will demonstrate skills necessary to sustain brief oral and written exchanges in French using familiar phrases and sentences.
1. Initiate, participate in, and close a brief oral or written exchange in French with emphasis on the present time.
  2. Use formal and informal forms of address in familiar situations in French.
  3. Use gestures and simple paraphrasing to convey and comprehend messages.

## Listening and Reading for Understanding

- FI.3 The student will understand simple spoken and written French based on familiar topics that are presented through a variety of media.
1. Identify the main ideas and some details when reading and listening in French.
  2. Comprehend simple, culturally authentic announcements, messages, and advertisements that use familiar vocabulary and grammatical structures in French.
  3. Understand simple instructions in French, such as classroom procedures or basic computer terminology.



- FI.4 The student will use verbal and non-verbal cues to understand simple spoken and written messages in French.
1. Differentiate among statements, questions, and exclamations.
  2. Use basic gestures, body language, and intonation to clarify the message.

### **Oral and Written Presentation**

- FI.5 The student will present orally and in writing information in French that contains a variety of familiar vocabulary, phrases, and structural patterns.
1. Present in French information gathered from informal conversations, class presentations, interviews, readings, and/or a variety of media sources.
  2. Describe in French basic familiar information, such as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on control of the present tense.
  3. Demonstrate increasing attention to accuracy in intonation and pronunciation in French especially when presenting prepared material orally.
  4. Demonstrate increasing attention to accuracy in word order, punctuation, accents and other diacritical marks, and spelling when writing in French.
- FI.6 The student will present rehearsed material in French, including brief narratives, monologues, dialogues, poetry, and/or songs.
1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expression.
  2. Communicate ideas in an organized manner using appropriate visual and/or technological support.

### **Cultural Perspectives, Practices, and Products**

- FI.7 The student will develop an awareness of perspectives, practices, and products of francophone cultures.
1. Identify some viewpoints of francophone cultures, such as those relating to time, education, transportation, and the role of family members.
  2. Identify some customs and traditions of francophone cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.
  3. Identify some historical and contemporary individuals associated with important events from francophone cultures.
  4. Identify some products of francophone cultures, such as natural and manufactured items, creative and fine arts, recreation and pastimes, dwellings, language, and symbols.
- FI.8 The student will recognize that perspectives, practices and products of francophone cultures are interrelated.
1. Recognize that francophone cultures are shaped by viewpoints, customs/traditions, and products of speakers of French.
  2. Identify major cities and geographical features and why they are significant in francophone cultures.

## **Making Connections through Language**

- FI.9      The student will recognize how information acquired in the study of French and information acquired in other subjects reinforce one another.
1. Identify examples of vocabulary, phrases, proverbs, and symbols from the French language that are used in other subjects.
  2. Relate content from other subject areas to topics discussed in the French class, such as current events from francophone countries or the influence of French-speaking explorers and settlers on various regions of the United States.

## **Cultural and Linguistic Comparisons**

- FI.10     The student will demonstrate an understanding of the significance of culture through comparisons between francophone cultures and the cultures of the United States.
1. Compare patterns of behavior and interaction in the United States with those of francophone societies.
  2. Demonstrate an awareness that social practices and personal interactions differ among cultures.
  3. Demonstrate an awareness of unique elements of the student's own culture.
- FI.11     The student will compare basic elements of the French language to the English language.
1. Recognize differences in sound systems, writing systems, cognates, gender, and level-appropriate idioms.
  2. Recognize basic sound distinctions and intonation patterns and their effect on communicating meaning.

## **Communication across Communities**

- FI.12     The student will identify situations in which French language skills and cultural knowledge may be applied beyond the classroom setting for recreational, educational, and occupational purposes.
1. Identify examples of the French language and the cultures of francophone countries that are evident in and through media, entertainment, and technology.
  2. Identify resources, such as individuals and organizations accessible through the community or the Internet, that provide basic cultural information about the francophone world.



# French II

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## Course Description

In French II, students continue to develop their proficiency in the three modes of communicative competence: interacting with other speakers of French, understanding oral and written messages in French, and making oral and written presentations in French. They begin to show a greater level of accuracy when using basic language structures and are exposed to more complex features of the French language. They continue to focus on communicating about their immediate world and daily life activities. They read material on familiar topics and write short, directed compositions. Emphasis continues to be placed on the use of French in the classroom as well as on the use of authentic materials to learn about the culture.

## Person-to-Person Communication

- FII.1 The student will exchange spoken and written information and ideas in French.
1. Ask questions and provide responses based on self, others, and the immediate environment, such as exchanges concerning people and things, plans and events, feelings and emotions, and direction and location.
  2. Give and follow basic instructions and directions in French.
- FII.2 The student will demonstrate skills necessary to initiate, sustain, and close brief oral and written exchanges in French using familiar and recombined phrases and sentences.
1. Participate in brief oral and written exchanges that reflect present as well as past and future time.
  2. Use simple paraphrasing and non-verbal behaviors to convey and comprehend messages.

## Listening and Reading for Understanding

- FII.3 The student will understand basic spoken and written French based on new topics in a familiar context that are presented through a variety of media.
1. Understand main ideas and identify essential details when reading and listening in French.
  2. Understand culturally authentic announcements, messages, and advertisements that use some new as well as familiar information in French.
  3. Understand and follow simple instructions in consumer and informational materials in French, such as those for following recipes or using computers.
- FII.4 The student will use verbal and non-verbal cues to interpret spoken and written texts in French.
1. Differentiate among increasingly complex statements, questions, and exclamations.
  2. Interpret gestures, body language, and intonation in order to clarify the message.

## **Oral and Written Presentation**

- FII.5 The student will present orally and in writing information in French that combines learned as well as original language in simple sentences and paragraphs.
1. Relate with some detail the main ideas from level-appropriate print or non-print materials in French.
  2. Present information in French using structures that reflect present as well as past and future time.
  3. Demonstrate attention to accuracy in intonation and pronunciation when speaking French.
  4. Demonstrate attention to accuracy in word order, punctuation, accents and other diacritical marks, and spelling when writing in French.
- FII.6 The student will present rehearsed and unrehearsed material in French including skits, poems, plays, short narratives, and/or songs.
1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expression.
  2. Communicate ideas in an organized manner using appropriate visual and/or technological support.

## **Cultural Perspectives, Practices, and Products**

- FII.7 The student will demonstrate an understanding of the perspectives, practices, and products of francophone cultures and how they are interrelated.
1. Participate in real or simulated cultural events, such as family activities and holiday celebrations.
  2. Identify and discuss patterns of behavior typically associated with francophone cultures, such as observance of business practices and celebration of national holidays.
  3. Examine the influence of the geography of francophone countries on cultural elements, such as food, clothing, dwellings, transportation, language, and art.

## **Making Connections through Language**

- FII.8 The student will use information acquired in the study of French and information acquired in other subject areas to reinforce one another.
1. Give examples of the influence of the French language and francophone cultures in other subject areas, such as French words used in the English language or contributions of important mathematicians and scientists from francophone countries.
  2. Relate information acquired in other subjects to topics discussed in the French class, such as use of the metric system for measuring distance, volume, and weight or how modes of transportation reflect the economy and geography of francophone countries.

## **Cultural and Linguistic Comparisons**

- FII.9 The student will demonstrate an understanding of cultural similarities and differences between the francophone world and the United States.
1. Identify similarities and differences of traditions, such as holidays, foods, family, and celebrations.
  2. Identify similarities and differences of the geography of francophone countries and the United States and their impact on aspects of culture, such as clothing, foods, transportation, dwellings, recreation, and the arts.

- FII.10 The student will develop a better understanding of the English language through the study of French.
1. Recognize critical sound distinctions and intonation in the French and English languages in communicating meaning.
  2. Compare vocabulary usage and structural patterns of French and English.
  3. Use level-appropriate idiomatic expressions in French.

### **Communication across Communities**

- FII.11 The student will develop and apply French language skills and cultural knowledge in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1. Illustrate how the French language and francophone cultures are evident in and through media, entertainment, and technology.
  2. Locate and use French language resources, such as individuals and organizations accessible through the community or the Internet, to reinforce basic cultural knowledge of the francophone world.



# French III

## Course Description

In French III, students continue to develop their proficiency in the three modes of communicative competence: interacting with other speakers of French, understanding oral and written messages in French, and making oral and written presentations in French. They communicate using more complex structures in French on a variety of topics, moving from concrete to more abstract concepts. They comprehend the main ideas of the authentic materials that they read and hear and are able to identify significant details when the topics are familiar. French is used almost exclusively in the class as students develop the ability to discuss topics related to historical and contemporary events and issues.

## Person-to-Person Communication

- FIII.1 The student will engage in original and spontaneous oral and written communications in French.
1. Express own opinions, preferences, and desires, and elicit those of others.
  2. Use level-appropriate vocabulary and structures to express ideas about topics and events found in a variety of print and non-print sources in French.
- FIII.2 The student will demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in French, applying familiar vocabulary and structures to new situations.
1. Participate in sustained exchanges that reflect past, present, and future time.
  2. Exchange detailed information in French via conversations, notes, letters, or e-mail on familiar topics.
  3. Use paraphrasing, circumlocution, and non-verbal behaviors to convey and comprehend messages in level-appropriate French.

## Listening and Reading for Understanding

- FIII.3 The student will comprehend spoken and written French based on new topics in familiar as well as unfamiliar contexts that are presented through a variety of media.
1. Identify main ideas and pertinent details when reading or listening to passages, such as live and recorded conversations, short lectures, reports, and literary selections in French.
  2. Understand culturally authentic materials that use new as well as familiar information in French.
  3. Understand and follow instructions presented in consumer and informational materials in French, such as those needed to understand a train schedule or to use the Internet.

## Oral and Written Presentation

- FIII.4 The student will present orally and in writing information in French that combines learned as well as original language in increasingly complex sentences and paragraphs.
1. Summarize and communicate main ideas and supporting details in French orally and in writing from a variety of authentic language materials.
  2. Use past, present, and future time frames, word order, and other level-appropriate language structures with increasing accuracy.



- FIII.5 The student will present student-created as well as culturally authentic stories, poems, and/or skits in French.
1. Produce well-organized spoken and written French presentations appropriate to the type of audience and the purpose of the presentation.
  2. Use appropriate verbal and non-verbal presentational techniques including visual aids and/or technological support.

### **Cultural Perspectives, Practices, and Products**

- FIII.6 The student will discuss the interrelationship among the perspectives, practices, and products of francophone cultures.
1. Examine how and why products such as natural and manufactured items, the arts, recreation and pastimes, language and symbols reflect practices and perspectives in francophone cultures.
  2. Discuss how the viewpoints of French-speaking people are reflected in their practices and products, such as political systems, art and architecture, music, and literature.
  3. Investigate the role of geography in the history and development of francophone cultures.

### **Making Connections through Language**

- FIII.7 The student will reinforce and broaden his/her knowledge of connections between French and other subject areas including language arts, science, history and social science, mathematics, physical education, health, and/or the arts.
1. Identify how the French language and francophone cultures are found in other subject areas through various topics, such as terminology specific to the content areas.
  2. Relate topics studied in other subject areas to those studied in the French class, such as issues related to the environment or the contributions of political, arts, or sports figures from francophone countries to the world.

### **Cultural and Linguistic Comparisons**

- FIII.8 The student will discuss in French why similarities and differences exist within and among cultures.
1. Use level-appropriate French to discuss the influences of historical and contemporary events and issues on the relationships between francophone countries and the United States.
  2. Compare aspects of francophone cultures, such as language, clothing, foods, dwellings, and recreation, with those of other cultures.
- FIII.9 The student will strengthen his/her knowledge of the English language through the study and analysis of increasingly complex elements of the French language.
1. Demonstrate understanding that language and meaning do not transfer directly from one language to another.
  2. Demonstrate understanding that vocabulary, linguistic structures, and tense usage in English differ from those of the French language.

## **Communication across Communities**

- FIII.10      The student will improve French language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.
1.    Expand French language skills and cultural knowledge through the use of media, entertainment, and technology.
  2.    Locate and use French resources, such as individuals and organizations accessible through the community or the Internet, to broaden cultural understanding.



# French IV

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## Course Description

In French IV, students continue to develop their proficiency in the three modes of communicative competence: interacting with other French speakers, understanding oral and written messages in French, and making oral and written presentations in French. They are able to exchange and support opinions on a variety of topics related to contemporary and historical events and issues. They comprehend spoken and written texts from a variety of authentic sources as well as produce compositions containing well-developed ideas on various topics. Students use French to access information in other subject areas and to compare and contrast cultural elements of francophone countries with their own.

## Person-to-Person Communication

- FIV.1 The student will exchange a wide variety of information orally and in writing in French on various topics related to contemporary and historical events and issues.
1. Express and support opinions in French, and elicit those of others.
  2. Exchange with others personal reactions in French to spoken and written information related to francophone cultures.
  3. Exchange information in French from outside sources, such as newspapers, magazines, broadcasts, or the Internet.
- FIV.2 The student will demonstrate skills necessary to sustain extended oral and written exchanges in French.
1. Use a full range of level-appropriate vocabulary, structures, and past, present, and future time frames.
  2. Exchange ideas clearly in French based on level-appropriate material.
  3. Use paraphrasing, circumlocution, and other creative means to express and comprehend ideas in French.

## Listening and Reading for Understanding

- FIV.3 The student will comprehend spoken and written French found in a variety of authentic sources that have been prepared for various purposes.
1. Identify various elements in spoken and written texts in French such as plot, theme, setting, and characters.
  2. Understand some subtleties of meaning, such as intent, humor, and tone in a variety of level-appropriate works in French that are culturally authentic, such as radio and television segments or literary passages.
  3. Understand and follow instructions presented in spoken and written consumer and informational materials in French, such as those for completing a customs declaration or creating a Web page.

## **Oral and Written Presentation**

- FIV.4 The student will relate information in French that combines learned as well as original language in oral and written presentations of extended length and complexity.
1. Deliver presentations in French containing well-developed ideas on a variety of topics with minimal errors in spelling, punctuation, and pronunciation in familiar vocabulary and language structures.
  2. Use style, language, and tone appropriate to the audience and the purpose of the presentation.
- FIV.5 The student will present or perform in French both student-created and culturally authentic essays, poetry, plays, and/or stories.
1. Produce well-organized presentations in French using appropriate visual aids and/or technological support.
  2. Use appropriate verbal and non-verbal presentational techniques.

## **Cultural Perspectives, Practices, and Products**

- FIV.6 The student will discuss in French how various perspectives reflect the practices and products of francophone cultures.
1. Discuss in French how topics such as the European Union and people of French heritage in the United States illustrate the viewpoints, patterns of behavior, and products of the cultures.
  2. Engage in real-life and simulated situations that demonstrate an understanding of culturally appropriate practices.

## **Making Connections through Language**

- FIV.7 The student will demonstrate an understanding of the connections between content studied in French class and in other subject areas.
1. Discuss how the French language and francophone cultures are found in other subject areas through various topics, such as legal and political systems and world literature.
  2. Use level-appropriate French to relate topics discussed in other subject areas to those discussed in the French class, such as authors and artists from francophone countries or political and historical events that involve francophone countries.

## **Cultural and Linguistic Comparisons**

- FIV.8 The student will discuss in level-appropriate French the effects of cultural similarities and differences on social, economic, and political relationships in the global community.
1. Understand and discuss in French the role of culture in the development of relationships between the United States and francophone countries.
  2. Discuss how the United States is viewed by members of francophone cultures and why.
  3. Recognize the existence of local, regional, and national differences in the cultures of both francophone countries and the United States.

- FIV.9 The student will expand his/her understanding of the English language through the study and analysis of increasingly complex elements of the French language.
1. Recognize the existence of local, regional, and national differences in sound systems, pronunciation, vocabulary, and usage in both francophone countries and the United States.
  2. Compare French and English linguistic elements, such as time, tense, and mood, and understand how each language uses different grammatical structures to express time and tense relationships, such as *depuis* + present tense and *passé composé* vs *imparfait*.

### Communication across Communities

- FIV.10 The student will apply French language skills and cultural understanding in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1. Discuss in French information obtained in and through media, entertainment, and technology.
  2. Locate and use French resources, such as individuals and organizations accessible through the community or the Internet, to enhance cultural understanding.



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# German Standards of Learning





# German I

## Course Description

Level I German focuses on the development of students' communicative competence in German and their understanding of the culture(s) of countries where German is spoken. Communicative competence is divided into three strands: speaking and writing as an interactive process in which students learn to communicate with another German speaker; reading and listening as a receptive process in which comprehension of German texts is developed; and speaking and writing in a presentational context in which students are focused on the organization of thoughts and awareness of their audience in delivering information. In Level I German classes, students learn to communicate in real-life contexts about topics that are meaningful to them. In order to develop the three areas of communicative competence, students are encouraged to use the German language as much as possible. Rather than isolating grammar in a separate strand, it is integrated into instruction according to the vocabulary and structures needed in the various situations in which students are required to function. Through the language learning process, students develop an understanding of how their own language is structured and how their own culture has unique aspects. An important component of German classes is the use of the German language beyond the classroom in order to apply knowledge of the language in the real world. In many cases, this is accomplished through the integration of technology into the classroom. Technology is an important tool in accessing authentic information in German and in providing students the opportunity to interact with native speakers of German.

## Person-to-Person Communication

- GI.1        The student will exchange simple spoken and written information in German.
1. Use basic greetings, farewells, and expressions of courtesy both orally and in writing.
  2. Express likes and dislikes, requests, descriptions, and directions.
  3. Ask questions and provide responses based on self and familiar material, such as family members, personal belongings, school and leisure activities, time, and weather.
- GI.2        The student will demonstrate skills necessary to sustain brief oral and written exchanges in German using familiar phrases and sentences.
1. Initiate, participate in, and close a brief oral or written exchange in German with emphasis on the present time.
  2. Use formal and informal forms of address in familiar situations in German.
  3. Use gestures and simple paraphrasing to convey and comprehend messages.

## Listening and Reading for Understanding

- GI.3        The student will understand simple spoken and written German based on familiar topics that are presented through a variety of media.
1. Identify the main ideas and some details when reading and listening in German.
  2. Comprehend simple, culturally authentic announcements, messages, and advertisements that use familiar vocabulary and grammatical structures in German.
  3. Understand simple instructions in German, such as classroom procedures or basic computer terminology.

- GI.4 The student will use verbal and non-verbal cues to understand simple spoken and written messages in German.
1. Differentiate among statements, questions, and exclamations.
  2. Use basic gestures, body language, and intonation to clarify the message.

### Oral and Written Presentation

- GI.5 The student will present orally and in writing information in German that contains a variety of familiar vocabulary, phrases, and structural patterns.
1. Present in German information gathered from informal conversations, class presentations, interviews, readings, and/or a variety of media sources.
  2. Describe in German basic familiar information, such as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on control of the present tense.
  3. Demonstrate increasing attention to accuracy in intonation and pronunciation in German especially when presenting prepared material orally.
  4. Demonstrate increasing attention to accuracy in word order, punctuation, accents and other diacritical marks, and spelling when writing in German.
- GI.6 The student will present rehearsed material in German, including brief narratives, monologues, dialogues, poetry, and/or songs.
1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expression.
  2. Communicate ideas in an organized manner using appropriate visual and/or technological support.

### Cultural Perspectives, Practices, and Products

- GI.7 The student will develop an awareness of perspectives, practices, and products of German-speaking cultures.
1. Identify some viewpoints of German-speaking cultures, such as those relating to time, education, transportation, and the role of family members.
  2. Identify some customs and traditions of German-speaking cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.
  3. Identify some historical and contemporary individuals associated with important events from German-speaking cultures.
  4. Identify some products of German-speaking cultures, such as natural and manufactured items, creative and fine arts, recreation and pastimes, dwellings, language, and symbols.
- GI.8 The student will recognize that perspectives, practices and products of German-speaking cultures are interrelated.
1. Recognize that German-speaking cultures are shaped by viewpoints, customs/traditions, and products of speakers of German, such as the concept of *Schultüte*, *Stammtisch*, family celebrations, and typical foods.
  2. Identify major cities and geographical features and why they are significant in German-speaking cultures.

## **Making Connections through Language**

- GI.9        The student will recognize how information acquired in the study of German and information acquired in other subjects reinforce one another.
1. Identify examples of vocabulary, phrases, proverbs, and symbols from the German language that are used in other subjects.
  2. Relate content from other subject areas to topics discussed in the German class, such as current events from German-speaking countries or the influence of German-speaking explorers and settlers on various regions of the United States.

## **Cultural and Linguistic Comparisons**

- GI.10       The student will demonstrate an understanding of the significance of culture through comparisons between German-speaking cultures and the cultures of the United States.
1. Compare patterns of behavior and interaction in the United States with those of German-speaking societies.
  2. Demonstrate an awareness that social practices and personal interactions differ among cultures.
  3. Demonstrate an awareness of unique elements of the student's own culture.
- GI.11       The student will compare basic elements of the German language to the English language.
1. Recognize differences in sound systems, writing systems, cognates, gender, and level-appropriate idioms.
  2. Recognize basic sound distinctions and intonation patterns and their effect on communicating meaning.

## **Communication across Communities**

- GI.12       The student will identify situations in which German language skills and cultural knowledge may be applied beyond the classroom setting for recreational, educational, and occupational purposes.
1. Identify examples of the German language and the cultures of German-speaking countries that are evident in and through media, entertainment, and technology.
  2. Identify resources, such as individuals and organizations accessible through the community or the Internet, that provide basic cultural information about the German-speaking world.



# German II

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## Course Description

In German II, students continue to develop their proficiency in the three modes of communicative competence: interacting with other speakers of German, understanding oral and written messages in German, and making oral and written presentations in German. They begin to show a greater level of accuracy when using basic language structures and are exposed to more complex features of the German language. They continue to focus on communicating about their immediate world and daily life activities. They read material on familiar topics and write short, directed compositions. Emphasis continues to be placed on the use of German in the classroom as well as on the use of authentic materials to learn about the culture.

## Person-to-Person Communication

- GII.1 The student will exchange spoken and written information and ideas in German.
1. Ask questions and provide responses based on self, others, and the immediate environment, such as exchanges concerning people and things, plans and events, feelings and emotions, and direction and location.
  2. Give and follow basic instructions and directions in German.
- GII.2 The student will demonstrate skills necessary to initiate, sustain, and close brief oral and written exchanges in German using familiar and recombined phrases and sentences.
1. Participate in brief oral and written exchanges that reflect present as well as past and future time.
  2. Use simple paraphrasing and non-verbal behaviors to convey and comprehend messages.

## Listening and Reading for Understanding

- GII.3 The student will understand basic spoken and written German based on new topics in a familiar context that are presented through a variety of media.
1. Understand main ideas and identify essential details when reading and listening in German.
  2. Understand culturally authentic announcements, messages, and advertisements that use some new as well as familiar information in German.
  3. Understand and follow simple instructions in consumer and informational materials in German, such as those for following recipes or using computers.
- GII.4 The student will use verbal and non-verbal cues to interpret spoken and written texts in German.
1. Differentiate among increasingly complex statements, questions, and exclamations.
  2. Interpret gestures, body language, and intonation in order to clarify the message.

## **Oral and Written Presentation**

- GII.5 The student will present orally and in writing information in German that combines learned as well as original language in simple sentences and paragraphs.
1. Relate with some detail the main ideas from level-appropriate print or non-print materials in German.
  2. Present information in German using structures that reflect present as well as past and future time.
  3. Demonstrate attention to accuracy in intonation and pronunciation when speaking German.
  4. Demonstrate attention to accuracy in word order, punctuation, accents and other diacritical marks, and spelling when writing in German.
- GII.6 The student will present rehearsed and unrehearsed material in German including skits, poems, plays, short narratives, and/or songs.
1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expression.
  2. Communicate ideas in an organized manner using appropriate visual and/or technological support.

## **Cultural Perspectives, Practices, and Products**

- GII.7 The student will demonstrate an understanding of the perspectives, practices, and products of German-speaking cultures and how they are interrelated.
1. Participate in real or simulated cultural events, such as family activities and holiday celebrations.
  2. Identify and discuss patterns of behavior typically associated with German-speaking cultures, such as observance of business practices and celebration of national holidays.
  3. Examine the influence of the geography of German-speaking countries on cultural elements, such as food, clothing, dwellings, transportation, language, and art.

## **Making Connections through Language**

- GII.8 The student will use information acquired in the study of German and information acquired in other subject areas to reinforce one another.
1. Give examples of the influence of the German language and German-speaking cultures in other subject areas, such as German words used in the English language or contributions of important mathematicians and scientists from German-speaking countries.
  2. Relate information acquired in other subjects to topics discussed in German class, such as use of the metric system or the impact of historical events on various regions of the world.

## **Cultural and Linguistic Comparisons**

- GII.9 The student will demonstrate an understanding of cultural similarities and differences between the German-speaking world and the United States.
1. Identify similarities and differences of traditions, such as holidays, foods, family, and celebrations.
  2. Identify similarities and differences of the geography of German-speaking countries and the United States and their impact on aspects of culture, such as clothing, foods, transportation, dwellings, recreation, and the arts.

- GII.10 The student will develop a better understanding of the English language through the study of German.
1. Recognize critical sound distinctions and intonation in the German and English languages in communicating meaning.
  2. Compare vocabulary usage and structural patterns of German and English.
  3. Use level-appropriate idiomatic expressions in German.

### **Communication across Communities**

- GII.11 The student will develop and apply German language skills and cultural knowledge in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1. Illustrate how the German language and German-speaking cultures are evident in and through media, entertainment, and technology.
  2. Locate and use German language resources, such as individuals and organizations accessible through the community or the Internet, to reinforce basic cultural knowledge of the German-speaking world.





# German III

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## Course Description

In German III, students continue to develop their proficiency in the three modes of communicative competence: interacting with other speakers of German, understanding oral and written messages in German, and making oral and written presentations in German. They communicate using more complex structures in German on a variety of topics, moving from concrete to more abstract concepts. They comprehend the main ideas of the authentic materials that they read and hear and are able to identify significant details when the topics are familiar. German is used almost exclusively in the class as students develop the ability to discuss topics related to historical and contemporary events and issues.

## Person-to-Person Communication

- GIIL.1      The student will engage in original and spontaneous oral and written communications in German.
1. Express own opinions, preferences, and desires, and elicit those of others.
  2. Use level-appropriate vocabulary and structures to express ideas about topics and events found in a variety of print and non-print sources in German.
- GIIL.2      The student will demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in German, applying familiar vocabulary and structures to new situations.
1. Participate in sustained exchanges that reflect past, present, and future time.
  2. Exchange detailed information in German via conversations, notes, letters, or e-mail on familiar topics.
  3. Use paraphrasing, circumlocution, and non-verbal behaviors to convey and comprehend messages in level-appropriate German.

## Listening and Reading for Understanding

- GIIL.3      The student will comprehend spoken and written German based on new topics in familiar as well as unfamiliar contexts that are presented through a variety of media.
1. Identify main ideas and pertinent details when reading or listening to passages, such as live and recorded conversations, short lectures, reports, and literary selections in German.
  2. Understand culturally authentic materials that use new as well as familiar information in German.
  3. Understand and follow instructions presented in consumer and informational materials in German, such as those needed to understand a train schedule or to use the Internet.

## Oral and Written Presentation

- GIIL.4      The student will present orally and in writing information in German that combines learned as well as original language in increasingly complex sentences and paragraphs.
1. Summarize and communicate main ideas and supporting details in German orally and in writing from a variety of authentic language materials.
  2. Use past, present, and future time frames, word order, and other level-appropriate language structures with increasing accuracy.

- GIII.5 The student will present student-created as well as culturally authentic stories, poems, and/or skits in German.
1. Produce well-organized spoken and written German presentations appropriate to the type of audience and the purpose of the presentation.
  2. Use appropriate verbal and non-verbal presentational techniques including visual aids and/or technological support.

### **Cultural Perspectives, Practices, and Products**

- GIII.6 The student will discuss the interrelationship among the perspectives, practices, and products of German-speaking cultures.
1. Examine how and why products such as natural and manufactured items, the arts, recreation and pastimes, language and symbols reflect practices and perspectives in German-speaking cultures.
  2. Discuss how the viewpoints of German-speaking people are reflected in their practices and products, such as political systems, art and architecture, music, and literature.
  3. Investigate the role of geography in the history and development of German-speaking cultures.

### **Making Connections through Language**

- GIII.7 The student will reinforce and broaden his/her knowledge of connections between German and other subject areas including language arts, science, history and social science, mathematics, physical education, health, and/or the arts.
1. Identify how the German language and German-speaking cultures are found in other subject areas through various topics, such as terminology specific to the content areas.
  2. Relate topics studied in other subject areas to those studied in the German class, such as issues related to the environment or the contributions of political, arts, or sports figures from German-speaking countries to the world.

### **Cultural and Linguistic Comparisons**

- GIII.8 The student will discuss in German why similarities and differences exist within and among cultures.
1. Use level-appropriate German to discuss the influences of historical and contemporary events and issues on the relationships between German-speaking countries and the United States.
  2. Compare aspects of German-speaking cultures, such as language, clothing, foods, dwellings, and recreation, with those of other cultures.
- GIII.9 The student will strengthen his/her knowledge of the English language through the study and analysis of increasingly complex elements of the German language.
1. Demonstrate understanding that language and meaning do not transfer directly from one language to another.
  2. Demonstrate understanding that vocabulary, linguistic structures, and tense usage in English differ from those of the German language.

## **Communication across Communities**

- GIII.10     The student will improve German language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.
1.   Expand German language skills and cultural knowledge through the use of media, entertainment, and technology.
  2.   Locate and use German resources, such as individuals and organizations accessible through the community or the Internet, to broaden cultural understanding.



# German IV

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## Course Description

In German IV, students continue to develop their proficiency in the three modes of communicative competence: interacting with other German speakers, understanding oral and written messages in German, and making oral and written presentations in German. They are able to exchange and support opinions on a variety of topics related to contemporary and historical events and issues. They comprehend spoken and written German texts from a variety of authentic sources as well as produce compositions containing well-developed ideas on various topics. Students use German to access information in other subject areas and to compare and contrast cultural elements of countries where German is spoken with their own.

## Person-to-Person Communication

- GIV.1 The student will exchange a wide variety of information orally and in writing in German on various topics related to contemporary and historical events and issues.
1. Express and support opinions in German, and elicit those of others.
  2. Exchange with others personal reactions in German to spoken and written information related to German-speaking cultures.
  3. Exchange information in German from outside sources, such as newspapers, magazines, broadcasts, or the Internet.
- GIV.2 The student will demonstrate skills necessary to sustain extended oral and written exchanges in German.
1. Use a full range of level-appropriate vocabulary, structures, and past, present, and future time frames.
  2. Exchange ideas clearly in German based on level-appropriate material.
  3. Use paraphrasing, circumlocution, and other creative means to express and comprehend ideas in German.

## Listening and Reading for Understanding

- GIV.3 The student will comprehend spoken and written German found in a variety of authentic sources that have been prepared for various purposes.
1. Identify various elements in spoken and written texts in German such as plot, theme, setting, and characters.
  2. Understand some subtleties of meaning, such as intent, humor, and tone in a variety of level-appropriate works in German that are culturally authentic, such as radio and television segments or literary passages.
  3. Understand and follow instructions presented in spoken and written consumer and informational materials in German, such as those for completing a customs declaration or creating a Web page.

## Oral and Written Presentation

- GIV.4 The student will relate information in German that combines learned as well as original language in oral and written presentations of extended length and complexity.
1. Deliver presentations in German containing well-developed ideas on a variety of topics with minimal errors in spelling, punctuation, and pronunciation in familiar vocabulary and language structures.
  2. Use style, language, and tone appropriate to the audience and the purpose of the presentation.
- GIV.5 The student will present or perform in German both student-created and culturally authentic essays, poetry, plays, and/or stories.
1. Produce well-organized presentations in German using appropriate visual aids and/or technological support.
  2. Use appropriate verbal and non-verbal presentational techniques.

## Cultural Perspectives, Practices, and Products

- GIV.6 The student will discuss in German how various perspectives reflect the practices and products of German-speaking cultures.
1. Discuss in German how topics such as the European Union and *Umwelt* illustrate the viewpoints, patterns of behavior, and products of the cultures.
  2. Engage in real-life and simulated situations that demonstrate an understanding of culturally appropriate practices.

## Making Connections through Language

- GIV.7 The student will demonstrate an understanding of the connections between content studied in German class and in other subject areas.
1. Discuss how the German language and German-speaking cultures are found in other subject areas through various topics, such as legal and political systems and world literature.
  2. Use level-appropriate German to relate topics discussed in other subject areas to those discussed in the German class, such as authors and artists from German-speaking countries or political and historical events that involve German-speaking countries.

## Cultural and Linguistic Comparisons

- GIV.8 The student will discuss in level-appropriate German the effects of cultural similarities and differences on social, economic, and political relationships in the global community.
1. Understand and discuss in German the role of culture in the development of relationships between the United States and German-speaking countries.
  2. Discuss how the United States is viewed by members of cultures where German is spoken and why.
  3. Recognize the existence of local, regional, and national differences in the cultures of both German-speaking countries and the United States.

- GIV.9      The student will expand his/her understanding of the English language through the study and analysis of increasingly complex elements of the German language.
1. Recognize the existence of local, regional, and national differences in sound systems, pronunciation, vocabulary, and usage in both German-speaking countries and the United States.
  2. Compare German and English linguistic elements, such as time, tense, and mood, and understand how each language uses different grammatical structures to express time and tense relationships.

### **Communication across Communities**

- GIV.10      The student will apply German language skills and cultural understanding in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1. Discuss in German information obtained in and through media, entertainment, and technology.
  2. Locate and use German resources, such as individuals and organizations accessible through the community or the Internet, to enhance cultural understanding.





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# Spanish Standards of Learning



# Spanish I

## Course Description

Level I Spanish focuses on the development of students' communicative competence in Spanish and their understanding of the culture(s) of Spanish-speaking countries. Communicative competence is divided into three strands: speaking and writing as an interactive process in which students learn to communicate with another Spanish speaker; reading and listening as a receptive process in which comprehension of Spanish texts is developed; and speaking and writing in a presentational context in which students are focused on the organization of thoughts and awareness of their audience in delivering information. In Level I Spanish classes, students learn to communicate in real-life contexts about topics that are meaningful to them. In order to develop the three areas of communicative competence, students are encouraged to use the Spanish language as much as possible. Rather than isolating grammar in a separate strand, it is integrated into instruction according to the vocabulary and structures needed in the various situations in which students are required to function. Through the language learning process, students develop an understanding of how their own language is structured and how their own culture has unique aspects. An important component of Spanish classes is the use of the Spanish language beyond the classroom in order to apply knowledge of the language in the real world. In many cases, this is accomplished through the integration of technology into the classroom. Technology is an important tool in accessing authentic information in Spanish and in providing students the opportunity to interact with native speakers of Spanish.

## Person-to-Person Communication

- SI.1 The student will exchange simple spoken and written information in Spanish.
1. Use basic greetings, farewells, and expressions of courtesy both orally and in writing.
  2. Express likes and dislikes, requests, descriptions, and directions.
  3. Ask questions and provide responses based on self and familiar material, such as family members, personal belongings, school and leisure activities, time, and weather.
- SI.2 The student will demonstrate skills necessary to sustain brief oral and written exchanges in Spanish using familiar phrases and sentences.
1. Initiate, participate in, and close a brief oral or written exchange in Spanish with emphasis on the present time.
  2. Use formal and informal forms of address in familiar situations in Spanish.
  3. Use gestures and simple paraphrasing to convey and comprehend messages.

## Listening and Reading for Understanding

- SI.3 The student will understand simple spoken and written Spanish based on familiar topics that are presented through a variety of media.
1. Identify the main ideas and some details when reading and listening in Spanish.
  2. Comprehend simple, culturally authentic announcements, messages, and advertisements that use familiar vocabulary and grammatical structures in Spanish.
  3. Understand simple instructions in Spanish, such as classroom procedures or basic computer terminology.

- SI.4 The student will use verbal and non-verbal cues to understand simple spoken and written messages in Spanish.
1. Differentiate among statements, questions, and exclamations.
  2. Use basic gestures, body language, and intonation to clarify the message.

### **Oral and Written Presentation**

- SI.5 The student will present orally and in writing information in Spanish that contains a variety of familiar vocabulary, phrases, and structural patterns.
1. Present in Spanish information gathered from informal conversations, class presentations, interviews, readings, and/or a variety of media sources.
  2. Describe in Spanish basic familiar information, such as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on control of the present tense.
  3. Demonstrate increasing attention to accuracy in intonation and pronunciation in Spanish especially when presenting prepared material orally.
  4. Demonstrate increasing attention to accuracy in word order, punctuation, accents and other diacritical marks, and spelling when writing in Spanish.
- SI.6 The student will present rehearsed material in Spanish, including brief narratives, monologues, dialogues, poetry, and/or songs.
1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expression.
  2. Communicate ideas in an organized manner using appropriate visual and/or technological support.

### **Cultural Perspectives, Practices, and Products**

- SI.7 The student will develop an awareness of perspectives, practices, and products of Spanish-speaking cultures.
1. Identify some viewpoints of Spanish-speaking cultures, such as those relating to time, education, transportation, and the role of family members.
  2. Identify some customs and traditions of Spanish-speaking cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.
  3. Identify some historical and contemporary individuals associated with important events from Spanish-speaking cultures.
  4. Identify some products of Spanish-speaking cultures, such as natural and manufactured items, creative and fine arts, recreation and pastimes, dwellings, language, and symbols.
- SI.8 The student will recognize that perspectives, practices, and products of Spanish-speaking cultures are interrelated.
1. Recognize that Spanish-speaking cultures are shaped by viewpoints, customs/traditions, and products of speakers of Spanish, such as the concept of the extended family, a daughter's fifteenth birthday celebration, and typical foods.
  2. Identify major cities and geographical features and why they are significant in Spanish-speaking cultures.

## **Making Connections through Language**

- SI.9        The student will recognize how information acquired in the study of Spanish and information acquired in other subjects reinforce one another.
1. Identify examples of vocabulary, phrases, proverbs, and symbols from the Spanish language that are used in other subjects.
  2. Relate content from other subject areas to topics discussed in the Spanish class, such as current events from Spanish-speaking countries or the influence of Spanish-speaking explorers and settlers on various regions of the United States.

## **Cultural and Linguistic Comparisons**

- SI.10       The student will demonstrate an understanding of the significance of culture through comparisons between Spanish-speaking cultures and the cultures of the United States.
1. Compare patterns of behavior and interaction in the United States with those of Spanish-speaking societies.
  2. Demonstrate an awareness that social practices and personal interactions differ among cultures.
  3. Demonstrate an awareness of unique elements of the student's own culture.
- SI.11       The student will compare basic elements of the Spanish language to the English language.
1. Recognize differences in sound systems, writing systems, cognates, gender, and level-appropriate idioms.
  2. Recognize basic sound distinctions and intonation patterns and their effect on communicating meaning.

## **Communication across Communities**

- SI.12       The student will identify situations in which Spanish language skills and cultural knowledge may be applied beyond the classroom setting for recreational, educational, and occupational purposes.
1. Identify examples of the Spanish language and the cultures of Spanish-speaking countries that are evident in and through media, entertainment, and technology.
  2. Identify resources, such as individuals and organizations accessible through the community or the Internet, that provide basic cultural information about the Spanish-speaking world.



# Spanish II

## Course Description

In Spanish II, students continue to develop their proficiency in the three modes of communicative competence: interacting with other speakers of Spanish, understanding oral and written messages in Spanish, and making oral and written presentations in Spanish. They begin to show a greater level of accuracy when using basic language structures and are exposed to more complex features of the Spanish language. They continue to focus on communicating about their immediate world and daily life activities. They read material on familiar topics and write short, directed compositions. Emphasis continues to be placed on the use of Spanish in the classroom as well as on the use of authentic materials to learn about the culture.

## Person-to-Person Communication

- SII.1 The student will exchange spoken and written information and ideas in Spanish.
1. Ask questions and provide responses based on self, others, and the immediate environment, such as exchanges concerning people and things, plans and events, feelings and emotions, and direction and location.
  2. Give and follow basic instructions and directions in Spanish.
- SII.2 The student will demonstrate skills necessary to initiate, sustain, and close brief oral and written exchanges in Spanish using familiar and recombined phrases and sentences.
1. Participate in brief oral and written exchanges that reflect present as well as past and future time.
  2. Use simple paraphrasing and non-verbal behaviors to convey and comprehend messages.

## Listening and Reading for Understanding

- SII.3 The student will understand basic spoken and written Spanish based on new topics in a familiar context that are presented through a variety of media.
1. Understand main ideas and identify essential details when reading and listening in Spanish.
  2. Understand culturally authentic announcements, messages, and advertisements that use some new as well as familiar information in Spanish.
  3. Understand and follow simple instructions in consumer and informational materials in Spanish, such as those for following recipes or using computers.
- SII.4 The student will use verbal and non-verbal cues to interpret spoken and written texts in Spanish.
1. Differentiate among increasingly complex statements, questions, and exclamations.
  2. Interpret gestures, body language, and intonation in order to clarify the message.



## **Oral and Written Presentation**

- SII.5 The student will present orally and in writing information in Spanish that combines learned as well as original language in simple sentences and paragraphs.
1. Relate with some detail the main ideas from level-appropriate print or non-print materials in Spanish.
  2. Present information in Spanish using structures that reflect present as well as past and future time.
  3. Demonstrate attention to accuracy in intonation and pronunciation when speaking Spanish.
  4. Demonstrate attention to accuracy in word order, punctuation, accents and other diacritical marks, and spelling when writing in Spanish.
- SII.6 The student will present rehearsed and unrehearsed material in Spanish including skits, poems, plays, short narratives, and/or songs.
1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expression.
  2. Communicate ideas in an organized manner using appropriate visual and/or technological support.

## **Cultural Perspectives, Practices, and Products**

- SII.7 The student will demonstrate an understanding of the perspectives, practices, and products of Spanish-speaking cultures and how they are interrelated.
1. Participate in real or simulated cultural events, such as family activities and holiday celebrations.
  2. Identify and discuss patterns of behavior typically associated with Spanish-speaking cultures, such as observance of business practices and celebration of national holidays.
  3. Examine the influence of the geography of Spanish-speaking countries on cultural elements, such as food, clothing, dwellings, transportation, language, and art.

## **Making Connections through Language**

- SII.8 The student will use information acquired in the study of Spanish and information acquired in other subject areas to reinforce one another.
1. Give examples of the influence of the Spanish language and Spanish-speaking cultures in other subject areas, such as Spanish words used in the English language or contributions of important mathematicians and scientists from Spanish-speaking countries.
  2. Relate information acquired in other subjects to topics discussed in the Spanish class, such as use of the metric system for measuring distance, volume, and weight or how modes of transportation reflect the economy and geography of Spanish-speaking countries.

## **Cultural and Linguistic Comparisons**

- SII.9        The student will demonstrate an understanding of cultural similarities and differences between the Spanish-speaking world and the United States.
1. Identify similarities and differences of traditions, such as holidays, foods, family, and celebrations.
  2. Identify similarities and differences of the geography of Spanish-speaking countries and the United States and their impact on aspects of culture, such as clothing, foods, transportation, dwellings, recreation, and the arts.
- SII.10      The student will develop a better understanding of the English language through the study of Spanish.
1. Recognize critical sound distinctions and intonation in the Spanish and English languages in communicating meaning.
  2. Compare vocabulary usage and structural patterns of Spanish and English.
  3. Use level-appropriate idiomatic expressions in Spanish.

## **Communication across Communities**

- SII.11      The student will develop and apply Spanish language skills and cultural knowledge in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1. Illustrate how the Spanish language and Spanish-speaking cultures are evident in and through media, entertainment, and technology.
  2. Locate and use Spanish language resources, such as individuals and organizations accessible through the community or the Internet, to reinforce basic cultural knowledge of the Spanish-speaking world.



# Spanish III

## Course Description

In Spanish III, students continue to develop their proficiency in the three modes of communicative competence: interacting with other speakers of Spanish, understanding oral and written messages in Spanish, and making oral and written presentations in Spanish. They communicate using more complex structures in Spanish on a variety of topics, moving from concrete to more abstract concepts. They comprehend the main ideas of the authentic materials that they read and hear and are able to identify significant details when the topics are familiar. Spanish is used almost exclusively in the class as students develop the ability to discuss topics related to historical and contemporary events and issues.

## Person-to-Person Communication

- SIII.1 The student will engage in original and spontaneous oral and written communications in Spanish.
1. Express own opinions, preferences, and desires, and elicit those of others.
  2. Use level-appropriate vocabulary and structures to express ideas about topics and events found in a variety of print and non-print sources in Spanish.
- SIII.2 The student will demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in Spanish, applying familiar vocabulary and structures to new situations.
1. Participate in sustained exchanges that reflect past, present, and future time.
  2. Exchange detailed information in Spanish via conversations, notes, letters, or e-mail on familiar topics.
  3. Use paraphrasing, circumlocution, and non-verbal behaviors to convey and comprehend messages in level-appropriate Spanish.

## Listening and Reading for Understanding

- SIII.3 The student will comprehend spoken and written Spanish based on new topics in familiar as well as unfamiliar contexts that are presented through a variety of media.
1. Identify main ideas and pertinent details when reading or listening to passages, such as live and recorded conversations, short lectures, reports, and literary selections in Spanish.
  2. Understand culturally authentic materials that use new as well as familiar information in Spanish.
  3. Understand and follow instructions presented in consumer and informational materials in Spanish, such as those needed to understand a train schedule or to use the Internet.

## Oral and Written Presentation

- SIII.4 The student will present orally and in writing information in Spanish that combines learned as well as original language in increasingly complex sentences and paragraphs.
1. Summarize and communicate main ideas and supporting details in Spanish orally and in writing from a variety of authentic language materials.
  2. Use past, present, and future time frames, word order, and other level-appropriate language structures with increasing accuracy.

- SIII.5 The student will present student-created as well as culturally authentic stories, poems, and/or skits in Spanish.
1. Produce well-organized spoken and written Spanish presentations appropriate to the type of audience and the purpose of the presentation.
  2. Use appropriate verbal and non-verbal presentational techniques including visual aids and/or technological support.

### **Cultural Perspectives, Practices, and Products**

- SIII.6 The student will discuss the interrelationship among the perspectives, practices, and products of Spanish-speaking cultures.
1. Examine how and why products such as natural and manufactured items, the arts, recreation and pastimes, language and symbols reflect practices and perspectives in Spanish-speaking cultures.
  2. Discuss how the viewpoints of Spanish-speaking people are reflected in their practices and products, such as political systems, art and architecture, music, and literature.
  3. Investigate the role of geography in the history and development of Spanish-speaking cultures.

### **Making Connections through Language**

- SIII.7 The student will reinforce and broaden his/her knowledge of connections between Spanish and other subject areas including language arts, science, history and social science, mathematics, physical education, health, and/or the arts.
1. Identify how the Spanish language and Spanish-speaking cultures are found in other subject areas through various topics, such as terminology specific to the content areas.
  2. Relate topics studied in other subject areas to those studied in the Spanish class, such as issues related to the environment or the contributions of political, arts, or sports figures from Spanish-speaking countries to the world.

### **Cultural and Linguistic Comparisons**

- SIII.8 The student will discuss in Spanish why similarities and differences exist within and among cultures.
1. Use level-appropriate Spanish to discuss the influences of historical and contemporary events and issues on the relationships between Spanish-speaking countries and the United States.
  2. Compare aspects of Spanish-speaking cultures, such as language, clothing, foods, dwellings, and recreation, with those of other cultures.
- SIII.9 The student will strengthen his/her knowledge of the English language through the study and analysis of increasingly complex elements of the Spanish language.
1. Demonstrate understanding that language and meaning do not transfer directly from one language to another.
  2. Demonstrate understanding that vocabulary, linguistic structures, and tense usage in English differ from those of the Spanish language.

## **Communication across Communities**

- SIII.10      The student will improve Spanish language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.
1.    Expand Spanish language skills and cultural knowledge through the use of media, entertainment, and technology.
  2.    Locate and use Spanish resources, such as individuals and organizations accessible through the community or the Internet, to broaden cultural understanding.



# Spanish IV

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## Course Description

In Spanish IV, students continue to develop their proficiency in the three modes of communicative competence: interacting with other Spanish speakers, understanding oral and written messages in Spanish, and making oral and written presentations in Spanish. They are able to exchange and support opinions on a variety of topics related to contemporary and historical events and issues. They comprehend spoken and written Spanish texts from a variety of authentic sources as well as produce compositions containing well-developed ideas on various topics. Students use Spanish to access information in other subject areas and to compare and contrast cultural elements of countries where Spanish is spoken with their own.

## Person-to-Person Communication

- SIV.1 The student will exchange a wide variety of information orally and in writing in Spanish on various topics related to contemporary and historical events and issues.
1. Express and support opinions in Spanish, and elicit those of others.
  2. Exchange with others personal reactions in Spanish to spoken and written information related to Spanish-speaking cultures.
  3. Exchange information in Spanish from outside sources, such as newspapers, magazines, broadcasts, or the Internet.
- SIV.2 The student will demonstrate skills necessary to sustain extended oral and written exchanges in Spanish.
1. Use a full range of level-appropriate vocabulary, structures, and past, present, and future time frames.
  2. Exchange ideas clearly in Spanish based on level-appropriate material.
  3. Use paraphrasing, circumlocution, and other creative means to express and comprehend ideas in Spanish.

## Listening and Reading for Understanding

- SIV.3 The student will comprehend spoken and written Spanish found in a variety of authentic sources that have been prepared for various purposes.
1. Identify various elements in spoken and written texts in Spanish such as plot, theme, setting, and characters.
  2. Understand some subtleties of meaning, such as intent, humor, and tone in a variety of level-appropriate works in Spanish that are culturally authentic, such as radio and television segments or literary passages.
  3. Understand and follow instructions presented in spoken and written consumer and informational materials in Spanish, such as those for completing a customs declaration or creating a Web page.



## **Oral and Written Presentation**

- SIV.4 The student will relate information in Spanish that combines learned as well as original language in oral and written presentations of extended length and complexity.
1. Deliver presentations in Spanish containing well-developed ideas on a variety of topics with minimal errors in spelling, punctuation, and pronunciation in familiar vocabulary and language structures.
  2. Use style, language, and tone appropriate to the audience and the purpose of the presentation.
- SIV.5 The student will present or perform in Spanish both student-created and culturally authentic essays, poetry, plays, and/or stories.
1. Produce well-organized presentations in Spanish using appropriate visual aids and/or technological support.
  2. Use appropriate verbal and non-verbal presentational techniques.

## **Cultural Perspectives, Practices, and Products**

- SIV.6 The student will discuss in Spanish how various perspectives reflect the practices and products of Spanish-speaking cultures.
1. Discuss in Spanish how topics such as educational systems and business practices illustrate the viewpoints, patterns of behavior, and products of Spanish-speaking cultures.
  2. Engage in real-life and simulated situations that demonstrate an understanding of culturally appropriate practices.

## **Making Connections through Language**

- SIV.7 The student will demonstrate an understanding of the connections between content studied in Spanish class and in other subject areas.
1. Discuss how the Spanish language and Spanish-speaking cultures are found in other subject areas through various topics, such as legal and political systems and world literature.
  2. Use level-appropriate Spanish to relate topics discussed in other subject areas to those discussed in the Spanish class, such as authors and artists from Spanish-speaking countries or political and historical events that involve Spanish-speaking countries.

## **Cultural and Linguistic Comparisons**

- SIV.8 The student will discuss in level-appropriate Spanish the effects of cultural similarities and differences on social, economic, and political relationships in the global community.
1. Understand and discuss in Spanish the role of culture in the development of relationships between the United States and Spanish-speaking countries.
  2. Discuss how the United States is viewed by members of Spanish-speaking cultures and why.
  3. Recognize the existence of local, regional, and national differences in the cultures of both Spanish-speaking countries and the United States.

- SIV.9 The student will expand his/her understanding of the English language through the study and analysis of increasingly complex elements of the Spanish language.
1. Recognize the existence of local, regional, and national differences in sound systems, pronunciation, vocabulary, and usage in both Spanish-speaking countries and the United States.
  2. Compare Spanish and English linguistic elements, such as time, tense, and mood, and understand how each language uses different grammatical structures to express time and tense relationships, such as *hacer* + present tense, *pretérito* vs *imperfecto*.

### Communication across Communities

- SIV.10 The student will apply Spanish language skills and cultural understanding in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1. Discuss in Spanish information obtained in and through media, entertainment, and technology.
  2. Locate and use Spanish resources, such as individuals and organizations accessible through the community or the Internet, to enhance cultural understanding.



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# Latin Standards of Learning



# Latin I

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## Course Description

In Latin I, students develop the ability to comprehend simple written Latin texts based on a variety of topics. Because this focus on comprehending Latin differs from the primary goal of the modern languages, the first strand of the Latin Standards of Learning focuses on interpretation of texts rather than on person-to-person communication. To support the development of the reading skill, students learn to use Latin orally, to understand oral Latin, and to write very simple phrases and sentences. Students also learn about the perspectives, practices, and products of the ancient Romans as reflected in aspects of their daily lives. Students compare these cultural and historical elements to their own culture and recognize examples of the influence of Greco-Roman civilization in their own world. Through their understanding of the structures of the Latin language and vocabulary, students enhance their understanding of these same linguistic elements in English.

## Reading for Understanding

- LI.1 The student will understand simple written Latin based on various topics that are presented through a variety of media.
1. Read words, phrases, simple sentences, and short passages, and associate them with visual representations.
  2. Demonstrate reading comprehension by answering simple questions about Latin passages.
  3. Demonstrate knowledge of basic vocabulary, inflectional systems, and syntax in Latin.

## Using Oral and Written Language for Understanding

- LI.2 The student will use orally, listen to, and write Latin as part of the language-learning process.
1. Recognize and reproduce Latin vowel, consonant, and diphthong sounds.
  2. Initiate and respond appropriately to simple oral and written questions, statements, and commands.
  3. Write simple Latin phrases and sentences.

## Cultural Perspectives, Practices, and Products

- LI.3 The student will develop an awareness of perspectives, practices, and products of Roman culture.
1. Identify Roman practices as reflected in aspects of daily life, such as family, education, occupations, mythology, and social structure.
  2. Examine through use of print or non-print media and artifacts some products of the Romans, such as food, clothing, methods of transportation, buildings, and art forms.
  3. Locate and describe the major geographical features of the classical world, such as bodies of water, mountain ranges, and cities.
  4. Identify selected historical figures and events, such as Romulus, Julius Caesar, the founding of Rome, and the three periods of Roman history.
  5. Participate in cultural simulations, such as family celebrations, banquets, and festivals.

- LI.4 The student will recognize that perspectives, practices and products of Roman culture are interrelated.
1. Recognize that products of the Roman world reflect practices and perspectives of Roman culture, such as the toga as the symbol of Roman citizenship.
  2. Examine how geography and history influenced practices and perspectives of the Romans, such as the founding of Rome at a crossroads near the Tiber River.

### **Making Connections through Language**

- LI.5 The student will recognize how information acquired in Latin and information acquired in other subjects reinforce one another.
1. Identify examples of Latin vocabulary, numerals, mottoes, phrases, and symbols that are used in other subjects.
  2. Relate content from other subject areas to topics discussed in the Latin class, such as Greek and Roman mythology or the influence of geography on the creation of the Roman empire.

### **Cultural and Linguistic Comparisons**

- LI.6 The student will demonstrate an understanding of the significance of culture through comparisons between Roman culture and that of the United States.
1. Examine elements of Roman and American cultures, such as eating habits, clothing styles, educational practices, architectural styles, and family and social structures.
  2. Identify similarities and differences evident in practices of both cultures.
  3. Demonstrate an awareness of unique elements of the student's own culture.
- LI.7 The student will compare the basic structures, vocabulary, and sound system of Latin with those of English.
1. Recognize that the basic language patterns of English differ significantly from those of Latin.
  2. Demonstrate that Latin roots, prefixes, and suffixes occur in English words.
  3. Compare and contrast the sound systems of Latin and English.

### **Communication across Communities**

- LI.8 The student will identify situations in which Latin language skills and cultural knowledge may be applied beyond the classroom setting for recreational, educational, and occupational purposes.
1. Identify through print and non-print sources examples of the Latin language and Greco-Roman culture that are evident in areas such as the media, entertainment, and occupations.
  2. Identify resources, including individuals and organizations, that provide basic Greco-Roman cultural information.

# Latin II

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## Course Description

In the Latin II course, students develop the ability to comprehend written Latin texts with more complex linguistic structures. Because this focus on comprehending Latin differs from the primary goal of the modern languages, the first strand of the Latin Standards of Learning focuses on interpretation of texts rather than on person-to-person communication. Students understand adapted and/or authentic Latin from original sources. To support the development of this skill, students also use some oral Latin, understand some spoken Latin, and write simple phrases and sentences. Students learn about the perspectives, practices, and products of the ancient Romans as reflected in areas such as architecture, art, and history. Students compare these cultural and historical elements to their own culture and find examples of the influence of Greco-Roman civilization in their own world. They also compare effects of the geography of the ancient Roman world and that of the United States on aspects of culture, such as food, dwellings, clothing, and the arts.

## Reading for Understanding

- LII.1 The student will understand written Latin based on topics presented through a variety of media.
1. Read for information.
  2. Recognize the difference between giving literal meaning and paraphrasing.
  3. Acquire an expanded vocabulary and recognize additional syntactical structures essential to comprehension.

## Using Oral and Written Language for Understanding

- LII.2 The student will continue to use orally, listen to, and write Latin as part of the language learning process.
1. Read Latin aloud with consistent Latin pronunciation, meaningful phrase grouping, and appropriate voice inflection.
  2. Initiate and respond appropriately to oral and written questions, statements, and commands.
  3. Write Latin sentences with expanded vocabulary and structures to reinforce language learning.

## Cultural Perspectives, Practices, and Products

- LII.3 The student will demonstrate an understanding of the perspectives, practices, and products of Roman culture and how they are interrelated.
1. Describe cultural characteristics and behaviors of the Romans as seen in areas such as marriage and funeral customs, leisure activities, games, entertainment, and meals.
  2. Demonstrate a knowledge of legendary and historical figures/events, and examine their influence on Roman perspectives, such as Cincinnatus and duty, Horatius and bravery, expulsion of the kings and development of representative government.
  3. Examine the influence of major cities and geographical features on Roman culture, such as Carthage and the Punic Wars, Athens and Greek influence, Ostia and trade and travel.
  4. Demonstrate a knowledge of architectural styles, art forms, and artifacts of the Romans as evidence of their cultural perspectives.
  5. Examine selected myths of Greek and Roman origin and their influence on Roman perspectives, such as Ulysses and craftiness, Mars as patron god of Rome, and Baucis and Philemon as symbols of piety.
  6. Participate in cultural simulations, such as family celebrations, sports and entertainment, and festivals.



## **Making Connections through Language**

- LII.4      The student will use information acquired in the Latin classroom and information acquired in other subject areas to reinforce one another.
1. Give examples of the influence of the Latin language and Greco-Roman cultures in other subject areas, such as English vocabulary derived from Latin or construction and engineering contributions of the Romans to the world.
  2. Relate information acquired in other subjects to topics discussed in the Latin class, such as important people and events related to the founding of Rome and the subsequent expansion of the Roman empire.

## **Cultural and Linguistic Comparisons**

- LII.5      The student will demonstrate an understanding of cultural similarities and differences between the Roman world and the United States.
1. Compare traditions and customs of ancient Rome and the United States, such as those related to marriage, funerals, leisure activities, games, entertainment, and meals.
  2. Compare the legends and history of ancient Rome with those of the United States, such as Cincinnatus and George Washington.
  3. Compare the effects of the geography of the ancient Roman world and of the United States on aspects of culture, such as food, dwellings, clothing, and the arts.
- LII.6      The student will develop a better understanding of the English language through the study of Latin.
1. Expand knowledge of English vocabulary by noting the relationship of Latin words to their derivatives in English.
  2. Compare and contrast structural patterns of Latin and English.

## **Communication across Communities**

- LII.7      The student will develop and apply knowledge of the Latin language and Greco-Roman culture in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1. Illustrate through print and non-print sources how the Latin language and Greco-Roman culture are evident in areas such as media, entertainment, and occupations.
  2. Locate and use resources beyond the classroom, including individuals and organizations, to reinforce Greco-Roman cultural understanding.

# Latin III

## Course Description

In the Latin III course, students develop the ability to comprehend authentic Latin texts with complex linguistic structures. Because this focus on comprehending Latin differs from the primary goal of the modern languages, the first strand of the Latin Standards of Learning focuses on interpretation of texts rather than on person-to-person communication. Students expand their knowledge of archaeological evidence, art, and literature as reflections of Greco-Roman perspectives and practices. They examine the Roman political system, multicultural aspects of the Roman Empire, and the role of geography in military history and compare these to comparable aspects of United States history and geography.

## Reading for Understanding

- LIII.1 The student will comprehend and interpret adapted and authentic Latin based on a variety of topics.
1. Read for information.
  2. Interpret increasingly complex language structures, and expand vocabulary.
  3. Recognize some figures of speech and features of style in Latin texts.
  4. Identify some of the social, political, and historical implications of the work(s) read.

## Using Oral and Written Language for Understanding

- LIII.2 The student will increase skills in using and interpreting Latin orally.
1. Read adapted and authentic Latin aloud with attention to consistent pronunciation, meaningful phrase grouping, and appropriate voice inflection.
  2. Comprehend oral Latin presented through a variety of media.

## Cultural Perspectives, Practices, and Products

- LIII.3 The student will discuss the interrelationship among the perspectives, practices, and products of Greco-Roman civilization.
1. Understand that literary as well as non-literary products reflect practices and perspectives of the Greco-Roman world.
  2. Expand knowledge of archaeological evidence, art forms, and artifacts as reflections of Greco-Roman perspectives and practices.
  3. Examine the role of geography and the military in the history and development of the Greco-Roman world.
  4. Examine the effect of the Roman political system on private and public life.
  5. Analyze the multicultural make-up of the Greco-Roman world as it affected perspectives and practices of the Romans, such as Cleopatra and Egypt, the Jews and Massada, Vercingetorix and Gaul.

## **Making Connections through Language**

- LIII.4      The student will reinforce and broaden his/her knowledge of connections between Latin and other subject areas including language arts, science, history and social science, mathematics, physical education, health, and/or the arts.
1. Give examples of aspects of Greco-Roman cultures that are also found in modern cultures, such as art, architecture, and engineering.
  2. Relate topics studied in other subject areas to those studied in the Latin class, such as the use of Latin words in scientific and legal terminology or the importance of archaeology as a tool to reconstruct the past.

## **Cultural and Linguistic Comparisons**

- LIII.5      The student will discuss why similarities and differences exist within and among cultures.
1. Compare aspects of culture, such as military conquests, diverse social and political systems, and economies of the Greco-Roman world with those of other cultures.
  2. Explain the relationships between historical events and the development of culture(s) in the Roman world and in the United States, such as the abolition of the Roman monarchy and the American Revolution.
- LIII.6      The student will strengthen his/her knowledge of the English language through analysis of complex linguistic and syntactical elements of Latin.
1. Recognize that Latin and English do not share a word-for-word correspondence.
  2. Demonstrate the relationship of Latin words to their derivatives in English, and apply principles of word building and analysis.
  3. Analyze the structure of English by applying knowledge of linguistic concepts and terminology from the study of Latin, such as subjunctive uses, indirect discourse, and verbals.

## **Communication across Communities**

- LIII.7      The student will apply knowledge of the Latin language and Greco-Roman culture beyond the classroom setting for recreational, educational, and occupational purposes.
1. Expand Latin language skills and cultural knowledge through the use of media, entertainment, and technology.
  2. Locate and use resources in Latin, including individuals and organizations in the community, to broaden cultural understanding.

# Latin IV

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## Course Description

In the Latin IV course, students interpret and analyze authentic Latin in a variety of genres. Because the focus on comprehending Latin differs from the primary goal of the modern languages, the first strand of the Latin Standards of Learning focuses on interpretation of texts rather than on person-to-person communication. Students analyze the effects of features of style, such as figures of speech, word choice, and meter on an author's work. They expand their knowledge of the perspectives and practices of Greco-Roman civilization by examining its philosophy, religion, mythology, and standards of personal conduct. Students also discuss the contributions of the Romans to modern law, government, art, and architecture.

## Reading for Understanding

- LIV.1 The student will interpret and analyze authentic Latin in selected genres.
1. Interpret and explain the content and intent of the texts read.
  2. Analyze and evaluate the effects of features of style, such as figures of speech, word choice and placement, and meter, on the author's work.
  3. Identify and analyze the social, political, and historical implications of the works read.

## Using Oral and Written Language for Understanding

- LIV.2 The student will refine skills in using and interpreting Latin orally.
1. Read authentic Latin aloud with attention to consistent pronunciation, meaningful phrase grouping, appropriate voice inflection, and metrics.
  2. Identify elements of Latin rhythm, meter, and rhetorical devices presented orally through a variety of media.

## Cultural Perspectives, Practices, and Products

- LIV.3 The student will discuss how various perspectives reflect the practices and products of the Greco-Roman world.
1. Analyze perspectives and practices of Greco-Roman culture in literature, including evidence of philosophy, religion, mythology, and personal conduct.
  2. Summarize ways in which the progression of Roman history affected the perspectives, practices, and products of the Greco-Roman world.

## Making Connections through Language

- LIV.4 The student will demonstrate an understanding of the connections between content studied in the Latin class and other subject areas.
1. Identify how the Latin language and culture are connected to other subject areas through various topics, such as legal and political systems and classical literature.
  2. Relate topics discussed in other subject areas to those discussed in the Latin class, such as the importance of Roman law as a foundation for modern law, philosophy, and governmental administration.

## **Cultural and Linguistic Comparisons**

- LIV.5      The student will discuss the social, economic, political, and artistic influences of the Greco-Roman world on the modern global community.
1. Make comparisons and draw conclusions about the influences of Greco-Roman culture on subsequent art, architecture, music, and literature.
  2. Discuss contributions of the Romans to modern law, philosophy, and governmental administration.
  3. Explain how the Roman view of public and private life has influenced modern world views.
- LIV.6      The student will expand his/her understanding of the English language through the analysis of complex linguistic and syntactical elements of Latin.
1. Increase English vocabulary by comparing words in Latin and English and by applying the principles of word building and analysis.
  2. Analyze the structure of English by applying linguistic concepts and terminology acquired from the study of Latin, such as conditional sentences and rhetorical devices.

## **Communication across Communities**

- LIV.7      The student will apply knowledge of the Latin language and culture in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1. Discuss applications of Latin and Greco-Roman culture found in and through media, entertainment, and technology.
  2. Locate and use Latin resources, including individuals and organizations, to enhance cultural understanding.



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